Education Management Information System (EMIS) and Related Activities:
Task 4 - Community Data Collection and Use Consultancy Report
Mpongo R. Malyenkuku
Betty C. Nalungwe
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EMIS and Related Activities
American Institutes for Research
USAID/Zambia
SO2: Improved quality of basic education for more school-aged children
IR 2.3: Improved information for education decision making processes

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Education Management Information System (EMIS)
And Related Activities
Task 4 - Community Data Collection and Use
<u>Consultancy Report</u>

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April 22, 2003 – June 10, 2003
MOE – Headquarters – Lusaka, Zambia.

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Acronyms

AIDS	-	Acquired Immune Deficiency Syndrome
AIR	-	American Institutes for Research
CHANGES	-	Community Supporting Health, HIV/AIDS, Nutrition, Gender and Equity Education in Schools.
CSMC	-	Community Sensitization Mobilization Campaign
CSO	-	Central Statistical Office
EMIS	-	Education Management Information Systems
HIV	-	Human Immunodeficiency Virus
IRI	-	Interactive Radio Instruction
SHN	-	School Health and Nutrition
UNICEF	-	United Nations International Children's Education Fend.
USAID	-	United States Agency for International Development
ZDHS EdDATA	-	Zambia Demography and Health Survey Education Data

Executive Summary

The government of the Republic of Zambia has been working hard to improve the education system, in collaboration with a number of stakeholders and funding agencies. One of these agencies is the USAID which is supporting the Education Management Information System (EMIS) programme.

The objective of this program is to build and strengthen the Ministry of Education capacity in the production and use of educational information for planning, policy formulation and development. The American Institutes for Research was contracted to implement the EMIS program in Zambia by USAID. The EMIS program has 5 components and the 4th of these is Task 4 which is "Community Data Collection and Use". The objective of task 4 is to harmonize community data collected by other programmes such as the CHANGES, Education Broadcasting Services' Interactive Radio Instruction, which are all supported by USAID. AIR contracted a consultant to carry out the initial stages for Task 4 Activity.

Objective of Consultancy

The objectives of this Task 4 consultancy are:-

1. To identify any qualitative or quantitative data which the other USAID supported programs namely CHANGES and IRI, which are working with communities, are collecting.

2. To identify which of this data can be easily obtained from the EMIS.

3. To identify which community data from these other programs can be included in the EMIS reports.

4. To identify areas of collaboration with other stakeholders to expand the scope of EMIS.

Consultancy Terms of Reference

1. Collaboration with Ministry departments, provincial and district education offices, and relevant partners working in Southern and Eastern Provinces to develop and/or refine community-based models for collecting and utilizing MOE and/or community school data so that such data are harmonized with and, where indicated, included in the EMIS;

Collaborate with field-based partners in community participation in education, school health and nutrition, equity and gender, HIV/AIDS, and interactive radio

instruction to help improve community-based information for inclusion in EMIS reporting;

2. Harmonize data points so that information is included in the EMIS reporting framework;

3. Evaluate the current work practices of the various departments of the Ministry;

4. Assist in the development of recommendations for new business processes to be implemented in an enhanced EMIS environment;

5. Set up and coordinate strategy meetings with selected individuals and groups; and

6. Collaborate with others to establish ways to expand the scope of EMIS program and leverage internal support from the Ministry and external support of cooperating partners.

Methodology

Interviews were used in order to find out what kind of data the other programmes are collecting outside of EMIS. Structured questions were used to guide these interviews. Reports from CHANGES and IRI as well as data collection instruments provided material for the literature review. Some of the documents reviewed were: data collection instruments from EMIS, SHN and IRI; CSMC District Profiles for Kalomo and Kazungula; Evaluation of the Interactive Radio pilot for out-of-school audiences. Zambia DHS Ed Data Survey 2002. "A glance at primary education in Zambia" from UNICEF.

Background

The Education Management Information system (EMIS) is a USAID funded sub-programme of the Basic Education Sub-sector Investment Programme (BESSIP) of the Ministry of Education, in support of SO2 "Improved Quality of basic education for more school aged children". Quality basic education is defined as: Improved access, retention and achievement.

In order to monitor indicators of access, retention and achievement it is very important to obtain accurate data from all partners participating in the provision of education.

EMIS objectives are:

- To improve the capabilities of the Ministry of Education to collect, organize process, store, share and disseminate education information.
- To establish a platform for the Ministry to access information at all levels.

It is expected that the program should harmonize all the data requirements across all the programmes working with communities in the area of education. This harmonized data will be used for decision making and planning at all levels of the education system.
It is for this reason that Task 4 Activity of EMIS is to collaborate with field-based Programmes. Implementing partners in community participation in education i.e. school health and nutrition, equity and gender, HIV/AIDS and interactive radio instruction shall use a variety of techniques to help them improve community based information.

As these partners conduct programmes that go down to the communities beyond the school, it is mandatory that EMIS through Task 4 Activity "Community Data Collection and Use", identifies the data being collected from the communities which can be incorporated in the EMIS reporting system.

In the context of education, a community is defined as the catchment area of a school, an IRI learning center or a community school.

Community data can be defined as information whether qualitative or quantitative which is coming from communities that has a bearing on the achievement of SO2. It is in this context that the issue of "community data collection and use" will be discussed in this report.

Recommendations:
In order for users to demand information/data which is available in the EMIS data base, it is important that potential users are informed. As the annual school census data are collected on a particular date once every year, they may not meet the needs of users who may want more recent and frequently collected information. In this area, programme officers may collect what they need from the field but compare it with what is available from EMIS.

All the programmes are collecting data from schools at different intervals; it is advisable that collaboration with EMIS be established to avoid repetition especially on issues of infrastructure where changes do not occur so often in any given year. In addition, the use of EMIS codes which has already been adopted should continue as this will help to harmonize the data being collected by various programmes because the data sources are institutions of learning.

Observations

Data Collection.
Meetings were held with officers involved in programmes which are active among communities in the districts where the various USAID programmes are being carried out. According to the EMIS Task 4 Activity, it is envisaged that among the many activities being undertaken, data/information about communities is also being collected. It is expected that such data will be useful in helping the communities make informed decisions about issues concerning their children's education and for mitigating the spread of HIV/AIDS. In addition, the information gathered should help communities to address the problems of the growing number of orphans.
The interviews and the various documents reviewed revealed that very little quantitative data is collected from the communities. The communities are made aware of the programmes through sensitization campaigns. Examples of such sensitization campaigns are common among all the programmes namely; CHANGES, IRI, Community Schools.

It is worth pointing out the fact that the CSMC component of the CHANGES programme has carried out a lot of research work in the participating districts of Kazungula, Kalomo, and Livingstone to mention but a few. The research reports which have culminated into districts profiles have brought out a number of qualitative pieces of information which have been impacting negatively on the enrolment of girls and their retention in schools. In addition, all these programmes do collect quantitative data but this is from schools or organized institutions of learning like IRI centers and Community Schools.

Some of the data collected from these organized institutions of learning are school enrolment figures, teachers and their qualifications, orphans, availability of water and sanitation facilities and education materials.

From the interviews, it was clear that most of this data is not collected systematically. Information is collected by people who go on monitoring tours or information is demanded by the top level managers of the programme. This way the bottom level implementers react to short notice requests making the accuracy of the data received doubtful. Data collected during monitoring tours is incomplete as not all the institutions are visited.

Data Analysis
The data which is collected from IRI centers is aggregated in Lusaka to produce information on total number of centers and enrolments by district and province.

The CSMC community information from research findings is collected and district profiles produced. To date, Kalomo and Kazungula district profiles are ready.

The SHN component of the CHANGES programme makes summaries of community and PTA meetings and community work-plans. Information from the health cards for individual pupils is not analyzed.

Data Requirements from EMIS
The EMIS programme collects quantitative data from schools based on enrolments from which various education indicators have been calculated by using appropriate population figures from CSO.

The common education quantitative data which other programmes supported by USAID require from EMIS are indicators of:

ACCESS: These are based in various enrolment rates e.g. gross enrolment and net enrolment rates.

QUALITY: These include pupil teacher ratio and pupil book ratio.

EEFFICIENCY: These include progression or survival rates, percentage of repeaters and percentage of dropouts.

EQUITY: These include percentage of orphans enrolled, percentage of children with special needs enrolled.

This data which is disaggregated by gender and by locations is already available from EMIS. Users may obtain this on demand as there are no statistical bulletins yet.
In addition to various education indicators, programme implementers would like other information from schools namely:

- Pupil information for grade 4 competency tests and national assessments.
- Ratio of school age population attending IRI centers.
- Information on teaching and learning materials available in schools.
- Groups supporting IRI centers.
- Water source.
- Toilet facilities.
- Existence of production units for agricultural produce.
- Teacher and pupil deaths to be collected by age.
- Illness for both teachers/lecturers and pupils/students.
- Pupil attendance.
- Teacher absenteeism.
- Re-admission of both boys and girls who had dropped out of school.
- Schools with feeding programmes.
- Teachers trained in HIV/AIDS and life skills.
- Teachers teaching HIV/AIDS and life skills.

The table below shows what other data is required by the various USAID supported programmes.

Table 1 - Other Data Required from EMIS by Programme

DATA REQUIRED FROM EMIS	CHANGES CSMC	CHANGES SHN	IRI EBS	COMMUNI-TY SCHOOLS	UNICEF	GENDER AND EQUITY
Pupil performance	X	X	X		X	
Ratio of school age population attending IRI			X			X
Groups supporting institutions			X	X		
Illnesses for teachers and lecturers, pupils and students					X	
Pupil attendance and absenteeism	X	X	X	X	X	
Teacher absenteeism	X	X	X		X	
Water and sanitation	X	X			X	
Production unit-gardens		X				
Re-admission of boys and girls	X			X		X
Schools with Feeding Programme		X			X	
Teachers trained in HIV/AIDS and Life Skills		X			X	

Qualitative Versus Quantitative Community Data

Summary of Findings:
From the interviews conducted with officers involved in the various programmes namely:

- CHANGES
  - (i)   School health and Nutrition
  - (ii)   Community Sensitization and Mobilization Campaign

- HIV/AIDS
- Interactive Radio Instruction (IRI)
- Community School Secretariat
- Gender and Equity

It is evident that none of these have any quantitative data from communities. The quantitative data collected by these programmes is from schools or IRI centers. This is basically information about pupil enrolments and school facilities.

The CSMC component in the CHANGES programme does collect qualitative information about the communities where school pupils come from. This information is mainly on factors affecting girls' education and factors which promote the spread of HIV/AIDS.

The qualitative data that affect the enrolment and performance of children especially girls that are highlighted in the CSMC district profiles are:

(a)   School factors as perceived by parents
- Lack of teachers
- Lack of sufficient school structures
- Use of un-trained teachers
- Insufficient toilet facilities
- Punishment
- Children made of perform chores and run errands for teachers
- Sexual harassment of girls by some teachers and school boys
- Long distances to schools.

(b)   Home and community factors
- Some parents do not give priority to their children's education.
- Lack of role models
- Poverty and hunger
- Gender biases which are not in favor of girls
- Lack of proper parental supervision

- Early pregnancies

    (c)   Factors which promote the spread of HIV/AIDS
- Polygamy
- Sexual cleansing performed on widows
- Night dances and overnight prayers
- Body piercing and tattooing by sharing needles and razor blades.

Furthermore, the quantitative data which these programmes require from EMIS comes from schools. Most of what is being requested is already being collected. Users can access information about schools down to constituency level as up to 2002 but from 2003, it will be possible to aggregate some school data down to the ward level and zone level. The EMIS project already collects quantitative data from community schools and IRI centers will be included in the annual data collection exercise from 2004.

The CSMC component of the CHANGES programme has made a lot of effort in working among the communities in the school catchment areas to collect information on education and HIV/AIDS issues. The research findings which were used to compile the district profiles of the pilot/participating districts of Southern Province brought out qualitative information. The information was mainly based on factors that impact negatively on enrolments of children especially girls, their progression and retention in schools. Other issues which came out of the research are factors that contribute to the spread of HIV/AIDS.

These factors which are closely connected to community practices, attitudes and beliefs have not been quantified so as to produce community indicators.

Community Data Indicators

The table below shows the common information that is collected about communities, by the programmes that are collaborating with communities in the areas of increased participation of children especially girls in education as well as those programmes that are working to mitigate the impact of HIV/AIDS.

Table 2 – Common Information about Communities

Data or Information Collected	CHANGES CSMC	CHANGES SHN	IRI – EBS	Community Schools
Distance to schools	X	X	X	X
Villages in catchment Area		X		
Economic activities	X	X		
Cultural practices	X			
Overnight parties and prayers	X			

Main Recommendations

In order for users to demand information/data which is available in the EMIS data base, it is important that potential users are informed. As the annual school census data are collected on a particular date once every year, they may not meet the needs of users who may want more recent and frequently collected information. In this area, programme officers may collect what they need from the field but compare it with what is available from EMIS.

As all the programmes require data from schools at different intervals, it is recommended that collaboration with EMIS be strengthened. In addition, the use of EMIS codes which have already been adopted should be adopted by all who collect data from schools because this will help to harmonize the data being collected.

Data Collection
The Directorate of Planning and Information collects quantitative data from all schools using EMIS program.
- It is recommended that programme officers working with communities collaborate with the EMIS team by making contributions during the design of the Annual School Census. Through this interaction, everyone's needs can be included in the census form, where possible. Duplication of efforts in data collection from schools will be minimized. Other programmes working among communities can then concentrate on collecting qualitative data.
- When designing data collection forms which are specific to a particular programme, the EMIS team of the Directorate of Planning and Information should be involved so that technical assistance is provided.
- Although information contained in the CSMC district profiles indicates that quantitative research methodologies were used, no quantitative data about

communities is included in the profiles. It is therefore recommended that in future, some community quantitative data is included.

The CSMC component uses the following forms to collect data from schools:

- School performance and funding
- School enrolment form.

These forms should be reviewed to include clearer instructions to guide the people completing the forms.

Data Analysis
- EMIS should provide capacity to analyze the quantitative data being collected by collaborating programmes.

Reporting Format
The EMIS program does collect data from community schools and IRI centers. This data is then processed and formatted. Annual statistical reports or bulletins are produced by the Directorate of Planning and Information. In addition, prototype data which is in table forms can be obtained on demand.

Other information collected by the various programmes with which EMIS is collaborating is currently available in quarterly reports. These reports are distributed to identified stakeholders, Ministry of Education and USAID.

In order for the information to reach potential users and the communities, it is recommended that district profiles from CSMC are produced and disseminated in good time.

For programmes that produce quantitative data, formatted reports like the one from UNICEF "A Glance at Primary Education in Zambia" should be considered for the dissemination of community data.

In addition, flyers and the media may be considered for disseminating the most salient data for a large number of stakeholders including the communities who may have participated in providing the raw data.

Areas of Collaboration with Other Stake-holders to Expand the Scope of EMIS

For the expansion of EMIS, there are possibilities for collaboration with other directorates and units of the Ministry of Education namely:-
- Human Resources Management for information on teachers and other staff
- Teacher Education and Specialized Services
- Procurement and Supplies Unit

- Accounts Unit

Other partners that can be considered are:

- Examinations Council of Zambia
- Zambia Capacity Building Project (ZECAB) for data on bursaries awarded to pupils
- Central Statistics Office (CSO)
- Geographical Information System (GIS)

There has been collaboration as the school mapping exercise was conducted between 1999 and 2000. Schools can be presented geographically with all their data. As new schools are opened, their geographical positions should be captured and added to the existing GIS data base.

Conclusion

From the outset, the Community data expectations as stated in the EMIS Task 4 Scope of Work should have been shared with all concerned. In this way, programme implementers would have focused on some specific data to include in their various data collection instruments. This could have helped to bring out the required qualitative data from communities.

The current scenario concerning statistical data collection is carried out in schools. This therefore, means that information is gathered only about children who are enrolled. There are no mechanisms to collect data on children who are not in school but are in the community.

There is no system in place to collect data about the out of school children. All the programmes that EMIS is collaborating with depend on schools i.e. regular schools, community schools and IRI Learning Centers to provide the primary data. Projections of orphans or vulnerable children are not possible at the village level. The Zambia DHS Ed.Data survey of 2002, which was a one off activity, has brought out a lot of data from communities that the programmes working with the communities can use.

The data generated by the CSMC using the school performance and funding form, can provide useful information on pupil performance while the school enrolment form can provide information on pupil retention. However, the above forms still require some improvement to guide those filling them. In addition, the data will have to be processed in order for it to be usable.

From the school health card, it is possible to monitor the performance of pupils taking part in the pilot. Improved health status of pupils could mean that the treatments for bilharzias and worms and administration of micro nutrients have a positive impact on the pupils, when improvement in performance is observed. However, for any results to be

useful there is need to have them processed and disseminated. The SHN component is yet to work out modalities for processing the data being collected from schools.

Collaboration with EMIS is therefore very important so that all the data being collected from schools is used to feed into the decision making and planning process to improve the quality of education.

AIR – Contractual Obligations

The American Institutes for Research (AIR) was contracted by USAID to implement the EMIS programme in the Ministry of Education. However, some of the issues that EMIS is expected to collect data on may not be achievable. Examples of these are:

- Attendance
- Children's eating patterns
- Burden of HIV/AIDS on children
- Value of schooling
- Learning achievement

Fortunately, there is data now in the DHS Ed Data from the survey of 2002. This survey was carried out with USAID funding.

Assessing learning achievement is currently being undertaken by the Examinations Council of Zambia. So far, two surveys have already been conducted. The results of the First grade 5 National Assessment of 1999 were published in 2000 while work on the second survey of 2001 is almost complete. The EMIS program implementers should decide what is feasible to include in the Annual Statistical Bulletin.

It is strongly recommended that the research department of the Directorate of Planning and Information should undertake research on the following issues;

- Identification of underserved communities
- Communities with early affordable child development programmes
- Impact of communities on the education of their children
- Burden of HIV/AIDS on children

Information from such researches may contribute towards expanding the scope of EMIS.

Way Forward

The collection of community information is to support the quantitative data that the Ministry of Education is already collecting. This information can be used to provide the supporting narratives for the quantitative data.

- A library which will hold all reports from the Ministry of Education, other partners involved in education should be revived. In addition, other documents that the Ministry receives from other Ministries, UN Agencies, and CSO should be included. This will enable many people to use the documents. In addition, people will appreciate that EMIS is not just statistical tables.
- Create and maintain an inventory of data demanded from EMIS by various organizations.
- Develop a list of potential data users.
- The EMIS Chief of Party and the other COPs should meet to decide what community data their programmes should collect.
- Explore possibilities of including qualitative questions in the annual census questionnaire.

Appendices

1. Scope of Work (SOW) Task 4: Community Data Collection and Use.

2. Interview Questions.

3. Task 4 Completion Reports.

4. Data Collection Instruments : (i-ix)

5. List of Interviewees.

6. A Glance at Primary Education in Zambia.

<u>**SCOPE OF WORK (SOW)**</u>

For Implementing USAID/Zambia's Strategic Objective 2 (SO2) for Basic Education:
Improved Quality of Basic Education for more School-aged Children.

Task 4 Activity–Community Data Collection and Use.

In Support of the Zambia's Ministry of Education
BESSIP Component 8 – Capacity Building and Decentralization

**Development and Implementation of a Zambian Education Management
Information System (EMIS) and Related Capacity Building Activities –**

April 9, 2003

Task 4 Activity: - Community Data Collection and Use

As a complement to local capacity building efforts being undertaken by USAID's implementing partners for IRs 2.1 a2.2, the Contractor shall collaborate with MOE's headquarters, provincial and district education offices, and relevant partners working in Southern and Eastern Provinces to develop and/or refine community-based models for collecting and utilizing MOE and/or community school data so that such data are harmonized with and, where indicated, included in the EMIS.

Education information systems rarely reach into communities to obtain or provide useful information. Yet communities are faced with important choices about their children's schooling and often make decisions with inadequate information. The EMIS Contractor will collaborate with USAID's implementing partner(s) for IRs 2.1 and 2.2 to assist communities to generate and/or actively use information that will help them make decisions related to participation of their children in schooling. The approaches used will model effective ways for communities to gather and use information.

The Contractor shall collaborate closely with field-based SO2 implementing partners in community participation in education, school health and nutrition, equity and gender, HIV/AIDS, and interactive radio instruction and shall use a variety of techniques to help them improve community-based information. Possibilities include reporting of school statistics and Parent Teacher Association (PTA) activities, participatory rapid appraisal-type processes conducted with pupils and community members, school and learning center observations of teachers, mentors, and pupils as well as competency tests developed as part of Task 3 Assessment activities. The collection of school data will help validate present data collection efforts and provide information about girls and vulnerable children's participation in education. Collection of attendance data may provide insight into differences between enrollment figures and achievement and persistence. Observations in classrooms and interviews with teachers should lead to a better understanding of the context within which pupils learn. Recording information about how pupils spend their time, their ages, and their access to breakfast and lunch would provide information about girls' and boys' relative differences in age, nutrition, and household burden of HIV/AIDS on school children. Because school fees are often a major factor in access to school, PTAs may reassess fees and what these funds support. Projections about the number of orphans and changes in the composition of households due to HIV/AIDS could be checked by the community census at the same time that solid information about which children are and are not attending school is gathered.

Some possible data points that have been used by other USAID programs that might prove useful to both Zambian communities and the MOE include:

- School attendance, by gender and particular vulnerability (e.g., orphans)
- Underserved populations identified and needs prioritized

- Percent of identified underserved population receiving education from government or through NGOs
- School health and nutrition (SHN) data, such as number of children whose younger siblings have been fully immunized, as evidenced by "road to health" cards
- "Girl-friendly" school index developed (rating scale for each school surveyed using one point for each criterion); private, segregated latrines for boys and girls; school schedules adapted to girls' needs; majority of teachers trained in gender-aware pedagogies; majority if administrators trained in gender-aware pedagogies; availability of female tutors for girls;
- Percent of communities with affordable early child development programs (for girls' younger siblings);
- Percent of the public that considers girls' education valuable to society;
- Percent of schools with village committees to promote girls' education
- Percent of teachers who are female
- Flexible schedules that accommodate girls' chores implemented;
- Economic incentive program implemented locally (scholarships, subsidies, school supplies and uniforms, etc.)

The Contractor shall work with the SO2 implementing partner(s) to develop creative, practical means of helping communities identify information needs, collect such information, and use it to improve the quality of education overall. Where indicated and of interest to the communities and/or MOE, the EMIS Contractor shall assist the communities to harmonize data points so that their efforts for community schools, for special efforts to educate girls, orphans and other vulnerable children – are included in the EMIS reporting framewok

Task 4 Consultancy
Community Data Collection and Usage
Dr. George Caldwell, Senior EMIS Specialist
Ministry of Education Headquarters, Lusaka – April 23, 2003

1. What is your definition of a community?

2. How much of community data do you collect from the school census and which indicators?

3. Do you get any data demands which are of a community nature and which specific indicators are these?

4. Who are the main institutions and departments that demand for the data from EMIS?

5. What is your assessment of the demand for data from:

   - Ministry departments i.e. headquarters, provincial and district level.
   - Co-operating partners.
   - Non-Governmental Organizations.
   - Communities.

6. How are the information users made aware of the data which is available in order for them to start demanding for this data?

7. Has a mailing list been made now for the dissemination of the school census data when it is ready?

8. Has a Ministry Website been created?

9. Are users able to access data on their own using the local network?

10. What possibilities do you see for collaboration with others to expand the scope of EMIS?

Task 4 Consultancy
Community Data Collection and Use
Chief of Party - CHNAGES Programme,
Dr. E. Graybill
Ministry of Education Headquarters, Lusaka - April 23, 2003

****** What is your definition of a community?

1. What kind of data or education indicators would you like to get from the EMIS reports for use in your programme?

Community Sensitization and Mobilization Campaign

What kind of data is collected by the CSMC component of the CHANGES Programme?

2. Who are the providers of the data at community level?

3. How do the communities use this data after they have gathered it?

4. Who are the users of the data you generate apart from the CHANGES programme?

5. For the district profiles, what plans do you have for the dissemination of the same?

6. What are the reporting arrangements for these district profiles?

7. Do you expect any feedback from the intended recipients of the profiles?

8. How does the CSMC collaborate with the provincial and district office of MOE?

School Health and Nutrition

1. What collaboration is there between the Ministry of Health and the SHN project?

2. What specific data or indicators would you like to be included in the EMIS reporting concerning your project?

3. How often do you collect your data?

4. What departments of the Ministry of Education demand information from your project; and how is this information disseminated?

5. Who are the other users of your data?

6. How is your data processed once collected from the source i.e. schools and communities?

7. How do potential users of your information learn about your information (dissemination)?

8. Do you get any feedback from people or organizations that use your information?

9. To whom do you submit your reports?

Task 4 Consultancy
Community Data Collection and Use
CSMC Project Coordinator,
Dr. Anne Sikwibele
Ministry of Education Office, Livingstone - April 29, 2003

1. What is your definition of a community?

2. What kind of data do you collect from the communities that you work with?

3. Who are the providers of this data that you collect?

4. Do the communities use this data in any way and if so what do they use it for?

5. Who are the intended recipients of the district profiles and do you think the communities will make use of these profiles?

6. Do you expect any feedback from the intended users of these profiles?

7. To whom do you report at the province?

8. How are your reports disseminated?

9. What collaboration is there between the CSMC, MOE, ministry of Health and Community Development?

10. What problems if any have you encountered?

Task 4 Consultancy
Community Data Collection and Use
Chief of Party, Dr. S. Kariuki
Education Broadcasting Services Office, Lusaka - April 24, 2003

1. What is your definition of a community?

2. What kind of data would you like to get from the EMIS programme?

3. What kind of data do you collect from the IRI centers and how often is it collected?

4. How is the data processed?

5. To whom is this data disseminated?

6. How much collaboration is there between the district education offices and the IRI centers?

7. Who are the other users of your data apart from people running the programme?

8. To whom do you submit reports if any?

9. What problems have you encountered with IRI centers?

Task 4 Consultancy
Community Data Collection and Use
HIV/AIDS Coordinator, Ms. Irene Malambo
Ministry of Education Headquarters, Lusaka – May 02, 2003

1. What is your definition of a community?

2. Specify the kind of data you would like EMIS to include in the School Census for your component?

3. What data are you collecting which are not available in the current EMIS and how often is this collected and processed; how do you use this information?

4. What data have you been able to get from EMIS; and have you found this useful for your component?

5. What kind of school level data is the Namibian Team collecting for the HIV/AIDS impact assessment?

6. What collaboration exists between your component and the EMIS programme and how satisfactory has this been?

Task 4 Consultancy
Community Data Collection and Usage
Officers from the Provincial Education Office, Livingstone and District
Education Officers, Kalomo

Kalomo - April 29 - 30, 2003

1. What is your definition of a community?

2. How much collaboration or interaction exists between the Ministry at your level and the Community Sensitization and Mobilization Campaign (CSMC)?

3. What do you understand by community data?

4. Have you ever received any reports from this project and have you been able to use it in your planning to improve the delivery of education in your province or district?

5. What impact has this project had in your area of operation since it started?

6. Do you think it should continue?

7. What advice would you give for improvements if any?

Questions for Interactive Radio Instruction Centers (IRI)

1. What collaboration is there between these centers and your offices?

2. What impact have these centers had in your district?

3. Do you have data or number of centers and enrolment figures?

4. How do you obtain data on IRI centers?

5. What advice can you give concerning these centers?

Task 4 Consultancy
Community Data Collection and Use
Ms. Joy Kaluwe, Programme Officer
Ministry of Community Development
Livingstone - April 29, 2003

1. What is your definition of a community?

2. How has your Ministry benefited from the collaboration with the Community Sensitization and Mobilization Campaign programme?

3. What problems have you encountered with this programme?

4. Do you have any advice for improvement?

Task 4 Consultancy
Community data Collection and Use
Dr. Lawrence Musonda, Director of Planning and Information
Ministry of Education, Lusaka – May 2003

1. Does your directorate through the EMIS, receive any demand for data which is of a community nature and what institutions ask for this data?

2. What is the current demand for community level data and where is it?

3. Do various directorates in the Ministry of Education demand any data from EMIS on regular basis and if so, what kind of data do they ask for?

4. Has the Ministry of Education used the data from EMIS in their planning?

5. How satisfactory is the data obtained from EMIS?

6. What are your plans concerning dissemination of the data generated by EMIS?

7. Are users able to access data on their own using the local network?

8. Are there any plans for the Ministry of Education to create a website?

9. What possibilities do you see for collaboration with others to expand the scope of EMIS?

10. Are there any plans to include community level data in the statistical bulletin?

11. What are some of the standard reports that will be produced by the Planning Directorate?

12. Are there any staff tasked to produce community level data?

Task 4 Consultancy
Community Data Collection and Usage
Education Officers, UNICEF
Ms. Stella Manda, Ms. Margaret Akinuware, Ms. Siping Wang
UNICEF Office, Lusaka – May 09, 2003

1. What is your definition of a community?

2. What kind of data would you like to get from EMIS which is of a community nature?

3. Have you ever obtained any data from EMIS and was it satisfactory to you?

4. How do you use the data that you get from EMIS?

5. Have you encountered any problems in getting data from EMIS?

6. What suggestions would you have for any improvements?

7. Who do you see as possible recipients of community information?

Task 4 Consultancy
Community Data Collection and Usage
Meeting with the Planning Officer, Research for Equity and Gender,
Sr. Audrey Mwansa
Ministry of Education Headquarters, Lusaka – April 25, 2003

1. What is your definition of a community?

2. What kind of information do you collect from the communities?

3. How do you collect this data?

4. What kind of data would you like to get from EMIS?

5. Have you been able to get any of this data from EMIS?

6. How have you used this information/data from EMIS?

7. Indicate the information you would like to be included in the EMIS annual report from the data that you generate yourselves.

8. What areas of collaboration would you suggest to expand the scope of EMIS?

Task 4 Consultancy
Community Data Collection and Use
Task Completion Summary,
Ministry of Education Headquarters, – May 7, 2003

In order to gather the necessary information required for the implementation of Task4 Activity, a number of meetings were held with field based SO2, "improved quality of basic education for more school aged children", implementing partners in community participation in education.
This report will cover information gathered from these partners for the period April 22, to April 30, 2003.

In all the meetings, representatives were asked to give a definition of their understanding of a community. The definition from all the groups we met can be summed up as; "a group of people living in the same locality. These people share the same facilities/amenities and experiences. The Population Centers can be sub-divided into the following levels starting with the smallest unit, the village, town, ward, constituency, district, province and finally the country.

EMIS – April 23, 2003
Currently, the EMIS programme is able to produce reports from schools at a variety of levels of aggregation, including school, constituency, district, province and nation. The school census form collects data from schools that can be used together with population data to determine indicators of access such as gross enrolment ratio, net enrolment ratio and age specific enrolment ratio in addition to indicators of quality, efficiency and teacher information. All these indicators are disaggregated by gender. The access reports which require population data can be produced down to the district level. This is because population figures used to calculate the ratios from CSO are disaggregated to the district level. However, the program is able to produce enrolment figures on demand down to the school and constituency level. In addition to data on enrolments, reports can be produced to show number of schools in a given community down to the constituency. Plans are underway to generate reports down to the ward and zone levels.
There is not much data demand from the constituency but there are some demands coming for data at the district level. Currently, it is not possible to produce data down to the village level as villages are not included in the database.   The main institutions that demand data from EMIS are USAID,

United Nations, World Bank, UNICEF, and Co-operating partners. There are continuing discussions with the Human Resources Development and procurement units of the Ministry of Education for incorporation of their demands into EMIS.

The demand for data from Ministry departments at all levels and co-operating partners is low but it is appreciated. Currently, information from EMIS is given on demand. There has been no deliberate effort to inform the public of the existing data. This may be the cause for low demand for data.

During this discussion, options for informing the public about the current data were identified and some of these are:

- Flyers
- Advertisements in print media, national radio and television
- Community radio stations
- Publishing standard annual statistical reports which should be disseminated to known users; this will require maintaining a mailing list.
- Another method of dissemination would be on Ministry of Education Website if there was one. This would require updating on a regular basis.

A number of areas for collaboration with others to expand the scope of EMIS have been identified with the following:

- Community schools and IRI centers will be included in the single annual school census form; starting 2004. Other areas of collaboration are with the MOE HRD on teacher data; accounts unit on school finance data, infrastructure and examinations council of Zambia (assessment data).
- GIS – geographical information system
- CSO – Central Statistical Office for population data needed to calculate the various rates in the area of access to education.

Collaboration with other Co-operating partners: one example of this has already been done with Swedish Cooperation in funding the local network connectivity involving MOE HQ, Examinations Council of Zambia, Teacher Education, Curriculum Development Centre and Education Broadcasting Services.

CHANGES Programme. – April. 23, 2003 Including Field Visits.
The acronym CHANGES stands for Communities Supporting Health, HIV/AIDS, Nutrition, Gender and Equity Education in schools. The projects undertaken by this programme are on pilot basis in Southern and Eastern provinces.
For Southern province, the CHANGES programme is running under the CSMC component which means: Community Sensitization and Mobilization Campaign project. In Eastern province, CHANGES is running the SHN (School Health and Nutrition Project).
This programme would like the following school level data from EMIS:-

- Pupil enrolments
- Drop out rates
- Retention rates
- Pupil performance
- Grade four competency tests
- National assessments
- Teacher information

All this should be disaggregated by gender. The programme has obtained a lot of useful data from EMIS.

Kalomo district indicated they would like to have data on villages of schools' catchment areas and number of schools with CHANGES programme.

The programme collects a lot of qualitative data from the communities. There is a research team which goes out to the village communities in the pilot districts where CSMC has been introduced. The programme started in 2001 with Kazungula and Kalomo districts. Livingstone and Choma have been included now. The CSMC research teams collect a lot of qualitative information and the information is focused on issues affecting girls' education and HIV/AIDS.

The researchers interview teachers, pupils, PTA members and villagers within the school catchment area. The information collected has been used by communities and schools to make their work plans. This information is

also used by the zonal trainers as they go round villages to sensitize the people about the importance of educating children.

All the information that is gathered by the researchers is compiled to produce district profiles. Plans are that these district profiles will be distributed to schools, districts, provincial and headquarters offices of line ministries namely: Education, Health, Community Development and Social Services. In addition, USAID and other Co-operating partners will receive copies of these profiles.

The Kalomo office of MOE also collects information on activities undertaken, action plans presented to zonal community facilitators, project proposals, funded projects, and enrolment data from schools.

The kind of information which the CHANGES programme would contribute to EMIS' annual report is the qualitative information which is collected from the field. This will mostly be about issues affecting girls' participation in education.

From the CSMC office in Livingstone, we learnt that dissemination of information is done during the quarterly meetings. Reports of such meetings are sent to the Chief of Party of the CHANGES programme.

Issues coming from the provincial education office were that the reports have been useful as these have been used in inspection reports, and donor funded projects. The sensitized communities have started advertising positions for PTA members before elections at the school annual general meetings. Some parents are now taking men who marry their school going daughters to court. In addition, communities are aware of risky behavior that may lead to the spread of HIV/AIDS and attitutudes are changing towards risky behavior to mitigate the spread of HIV/AIDS.

According to the MOE provincial officials, the CHANGES programme is very good because it involves communities to solve their problems and they are able to prepare project proposals for the same.
From the interview with an official from the Ministry of Community Development and Social Services Livingstone district office, the programme is good because communities feel some sense of ownership for whatever project they undertake. It has also helped to create team spirit for team

work among officers from the line ministries involved. This has made community mobilization easy as responsibilities are shared.

Kalomo Ministry of Education district officials highlighted areas of impact of the CHANGES programme and these are:

- Increased school attendance
- Reduced early marriages
- Communities have put a stop to overnight prayers and concerts to prevent risky behavior between youngsters to mitigate the spread of HIV/AIDS.

Challenges:

The Ministry officials at the provincial level expressed worry that when the project comes to an end, they will not have the capacity to continue with the good work. This is due to the fact that they are not involved in preparation of contracts with researchers. Furthermore, no ministry officials have been involved in the actual researches of the CSMC project.

At the Kalomo Education Office, although district committees were set up, the Ministry of Health has not released anyone to participate in the monitoring programmes.

The funds for community facilitators are not received in good time.

Community facilitators from very distant schools are unable to visit the district offices to collect their funds and return to their schools the same day. There is need for allowances for these facilitators.

Education Broadcasting Services on Interactive Radio Instruction – April 24, 2003.

In order to reach the out of school children, the IRI was introduced in 2000 on a pilot basis in Chongwe and Lusaka districts. A needs assessment was carried out before the IRI broadcasts went on air.

This project would like to get the following information from EMIS:-

- Number of IRI centers
- Enrolment in these centers disaggregated by gender
- Mentors
- Orphans
- Ratio of school age population attending IRI centers

- Teaching and learning materials in the centers
- Group supporting the center

EBS collects the following data annually:

- Statistical data on enrolments and mentors – this data is collected by mentors who will pass it on to the district offices who in turn send the information to EBS.

In certain cases, the district In-service providers (DIPS), Zonal In-service providers (ZIPS) also collect information. There is a form which is used to collect this data.

EBS is able to process the data that they receive from the centers by using the Access package they received from EMIS.

Reports are submitted to the Gender and Equity component of BESSIP and to USAID. No system exists for organized data collection and dissemination that would benefit the provincial and district education offices, communities and other stake holders.

The Ministry of Education incorporated data from the IRI centers in the strategic plan for the period 2003 to 2007.

EBS collaborates with District Education centers to identify areas that need IRI centers. DEOs participated in sensitizing communities about this new mode of providing education when the programme went to scale. However, not all DEOs are carrying out these sensitization campaigns. A lot more work needs to be done to bring Ministry officials at all levels on board. However, focal point persons have been appointed at provincial and district levels.

Interaction with MOE officials at the provincial office in Livingstone and the district office in Kalomo revealed that data is sent to EBS haphazardly. This is because these offices are made to react to fax or phone messages with very little time to obtain the correct data. The provincial office is used as a "conveyor belt" to fax messages or information to EBS on demand.

The focal point person at the province and District expressed disappointment at the lack of an organized system for the flow of data from bottom up. The provincial focal point person has no information on these centers and only gets it from the district when EBS asks for it.

There is collaboration between the district and IRI centers as the DIP trains the mentors who help the children.
There is collaboration with the communities who provide radios, batteries and support for mentors.

Advantages:
These centers, in places where they are well run, are providing the education which some children may not have received, in communities that are far from existing schools.

School Health and Nutrition (SHN)
This is one of the projects under the CHANGES programme and it is being piloted in Eastern Province.
This project collaborates with Ministry of Health, whose District Health Management Team helps administer the de-worming drugs and micro-nutrients.
The project would benefit form EMIS if the following information would be accessed:

- School enrolments
- Latrines
- Provision of water i.e. boreholes
- Production units - gardens

1. The SHN component does not collect much data from the communities as all that they need is collected from the pupils in schools. The main information they collect from communities is on the existence of community SHN committees.

2. In addition to the individual pupil health card, the CHANGES/SHN project also maintains a class recording form for treatment of bilharzias and intestinal worms and administration of vitamin A and iron tablets. The enrolment information from this card is vital for the Ministry of Education as it provides accurate figures necessary when making orders for the drugs.

According to information from the provincial Co-coordinator of this project, Ministry of Education interest is in the number of children receiving

treatment. However, reporting structures for the summary information from the class record card has not yet been decided.

The SHN project collects data from schools annually and whenever the pupils receive de-worming drugs and micro-nutrients. The data is collected at school level where each child participating in the pilot has a card. The information from the health pupil cards remains in the schools and it is not processed at any of the higher levels i.e. district and province. The information from the pupil cards are not disseminated anywhere, but teachers use these to monitor pupils' health and when children fall ill, teachers refer them to the health clinic. However, the project prepares quarterly reports which are submitted to the Central Board of health, UNICEF and USAID.

At the Ministry of Education, these reports are submitted to the Directorate of Planning and information and the BESSIP components of HIV/AIDS, SHN and Equity and gender.

HIV/AIDS Component- May 2, 2003
This component requires the following data from EMIS:-

- Orphans
- Teachers who have died
- Number of work hours lost due to sickness by teachers and support staff.

Currently, the component has not collected any data. However, plans are underway for collecting data from schools using a DEMIS monthly summary information form on pilot basis in 30 schools of Eastern Province. This information will be collected through collaboration with the Directorate of Planning and Information. It is hoped that the information from this form will be used to come up with interventions for the mitigation of HIV/AIDS. The HIV/AIDS team has been getting the data listed below from EMIS:

- Number of schools
- Teachers
- Pupil enrolments
- Teacher deaths

This information has been useful when purchasing materials for schools and to plan for the training of teachers in Life Skills and interactive methodology.

Collaboration with EMIS has not been very efficient as the implementation of the DEMIS form has not been exposed to the EMIS technical staff.

USAID has contracted a Consultancy from SIAPAC of Namibia to undertake an impact assessment of HIV/AIDS on the education sector in Zambia. This is a possible area of collaboration with EMIS as selected issues could be included in the annual EMIS report.

MOE Gender and Equity Component - April 25, 2003

This component does collect some data from schools when officers go out to monitor activities in schools. This is done sporadically and not all schools are covered. Some of the information collected is:

- Enrolment figures
- Water and sanitation

From EMIS, this component would like to get the following data easily:-

- Enrolment for schools, colleges and universities
- Water and sanitation
- Drop out rates
- Retention rates
- Orphans
- Underprivileged
- Illness of teachers and pupils/students
- Deaths of teachers and pupils/students
- Officers holding positions of responsibility
- Financial information

All this data should be disaggregated by gender and location where possible. This component has always received data from EMIS on demand, satisfactorily. This data has been useful in writing reports to assess gender parity.

The component would collaborate with EMIS by providing qualitative information which could be included in the EMIS annual reports.

Summary of Findings:
From the interviews conducted with officers involved in the various programmes namely:

- CHANGES
    - (iii) School health and Nutrition
    - (iv) Community Sensitization and Mobilization Campaign

- HIV/AIDS
- Interactive Radio Instruction (IRI)

it is evident that none of these have any quantitative data from communities. The quantitative data collected by these programmes is from schools or IRI centers. This is basically information about pupil enrolments and school facilities.

The CSMC component in the CHANGES programme does collect qualitative information about the communities where school pupils come from. This information is mainly on factors affecting girls' education and factors which promote the spread of HIV/AIDS.

Furthermore, the quantitative data which these programmes require from EMIS comes from schools. Most of this is already being collected. Users can access information about schools down to constituency level as up to 2002 but from 2003, it will be possible to aggregate some school data down to the ward level and zone level. The EMIS project already collects quantitative data from community schools and IRI centers will be included in the annual data collection exercise from 2004.

Recommendations:
In order for users to demand information/data which is available in the EMIS data base, it is important that potential users are informed. As the annual school census data are collected on a particular date once every year, they may not meet the needs of users who may want more recent and frequently collected information. In this area, programme officers may collect what they need from the field but compare it with what is available from EMIS.

All the programmes are collecting data from schools at different intervals; it is advisable that collaboration with EMIS be established to avoid repetition especially on issues of infrastructure where changes do not occur so often in any given year. In addition, the use of EMIS codes which has already been adopted should continue as this will help to harmonize the data being collected by various programmes because the data sources are institutions of learning.

<h1 align="center">2<u>nd</u> Task Completion Summary
07-13 May, 2003</h1>

This report will be based on interviews with UNICEF officers attached to the Education Department and the acting Director of Planning and Information at the Ministry of Education.

UNICEF – United Nations International Children's Education Fund:
UNICEF is involved in programmes aimed at promoting children's rights in every aspect of their development. In order to monitor and evaluate how these rights are being met, in the field of education, UNICEF requires data on various indicators from EMIS. UNICEF data demands are on the following:

- Pregnant girls re-admission
- Data on PAGE schools
- Early childhood education
- Orphans by age and gender
- School attendance
- Teacher attendance
- Re-admission of other children, boys and girls who had dropped out of school due to other reasons besides pregnancy, in the case of girls.

In addition, UNICEF would like information on number of teachers trained in HIV/AIDS and life skills and those who are actually teaching these.

- Information on schools with feeding programmes
- Counseling and guidance programmes in schools
- Illnesses for both teachers and pupils by age

The officers who were interviewed confirmed that they had obtained data from EMIS when they requested for it. It was not easy in the past for them to get any enrolment data for PAGE schools specifically. However, data for PAGE schools is available now.

Use of Data

UNICEF has used data from EMIS in various national and international reports. They have used this data for the following:

- Project planning
- Development of child information database for Zambia
- Advocating with policy makers
- Fund raising

Suggestions:

- Explore the possibility of collecting data on learning achievements by capturing number of pupils who passed English and Math in all grades.
- Popularize data for children to claim their rights to education.

Recipients of Data:

EMIS data should be made available to all stake holders including children.

Community Data Collected by UNICEF

UNICEF collects a lot of house hold data for use in their various programmes. Some of the data collected is as follows:

- District WASHE activities in Eastern and Southern Province
- At household level, data on children attending school and those not attending school.
- Orphans; plans are underway to register orphans in 58 districts of Zambia
- Child headed households

PLANNING AND INFORMATION

The series of interviews were concluded with a meeting with the Acting Directing of Planning and Information.

Demand for Community Data:

The Directorate receives queries on community based data from members of parliament on issues about their constituencies. Such issues are usually on:

- Schools constructed and rehabilitated
- Education materials and desks delivered
- Staffing levels in schools

Other groups that demand information from MOE/EMIS are:

- Church groups
- Researchers
- Co-operating partners

Ministry of Education data can be accessed from the Directorate of Planning and Information, Teacher Education and the Procurement Unit.

Internal demand for data is received from the Minister's office, Permanent Secretary's office, the Parliamentary liaison Officer and the BESSIP Finance office.

The Ministry has used EMIS data in the preparation of the Strategic Sector Plan for the period 2003 to 2007. In addition, the Annual Work Plan and Budget for 2003 used data generated by EMIS.

Collaborations:

Plans are underway for collaboration with ZECAB concerning the bursary schemes. Database linkages are underway with Central Statistics Office, National Tender Board, Examinations Council and Teacher Education and Specialized Services Directorate.

At the time of writing the Annual statistical bulletin, qualitative data about communities will be incorporated into the reports.

The Directorate of Planning will produce standard reports which will be tied to performance indicators of the education system namely:

- Completion rates
- Net enrolment rates
- Gross enrolment rates
- Pupil impairment rates
- Orphans and vulnerable children

The department of Information and Statistics, Planning and Research, Planning and Budget, will be responsible for putting together the community data for inclusion in the Annual Statistical Bulletin.

List of Synthesizers:
The data which is generated by the other programmes will be put together by officers from the Directorate of Planning and Information. The officers identified for this task are education planners, statisticians and research officers.

<h1 style="text-align:center">3<u>rd</u> Task Completion Summary
15 - 27 May, 2003</h1>

This summary includes issues on common data indicators, review of reporting structures, prototype and formatted data and qualitative data indicators.

Common Indicators:

From the interviews conducted with all the programmes under review, it is evident that the common indicators which they require from EMIS are as follows:-

ACCESS:	These are based on various enrolment rates e.g. gross enrolment and net enrolment rates.
QUALITY:	These include pupil teacher ratio.
EEFFICIENCY:	These include progression or survival rates, percentage of repeaters, percentage of dropouts.
EQUITY:	These include percentage of orphans enrolled, percentage of children with special needs enrolled.

This data which is disaggregated by gender and by location is already available from EMIS. Users may obtain this on demand as there are no statistical bulletins yet.

Reporting Structures:

The current reporting structures as stated by the various programme officers during the interviews are adequate. The existing practice is that reports are distributed to Ministry of Education headquarters, respective districts where programmes are running, stake holders and the organizations that are supporting the programmes.

However, for purposes of incorporating some data or information from programmes in the annual statistical reports, it is advisable that other programmes submit their reports to the Directorate of Planning and Information. In this directorate, an officer whose task will be to synthesize the reports for issues to be included in the annual statistical reports should be identified.

Types of Reports – Prototype or Formatted Data:
For the annual statistical report or bulletin, a formatted report like the MOE and UNICEF indicators' report entitled "A Glance at Primary Education in Zambia" for 2003 is ideal. This can be mailed to all the identified recipients on the mailing list. Other copies could even be made available for other interested groups to buy.

Formatted data reports will present selected education indicators with narratives to explain what issues are emerging from the statistical data.

Since it is not possible to include all the data demands to meet the individual needs of all the potential data users in the annual reports, prototype data may be produced on demand. These will however only be statistical tables on specific queries from users.

Qualitative Data Indicators:
From the reports that have been availed to me from the CSMC component of the CHANGES and IRI, it is not possible to come up with qualitative indicators on community level data. However, qualitative information from the CSMC district profiles impacting negatively on the enrolment, progression and achievements of children especially girls, have been identified. Some of these factors are:-

- Long distances to schools
- Hunger which results in children of school-going age spending time looking for food instead of going to school.
- Lack of role models for girls to emulate.
- Gender biases against girls in making choices to send boys or girls to school.
- Early marriages.
- Late enrolment.
- Initiation ceremonies.

Other factors affecting the participation of girls as perceived by communities are related to the school environment. These are:-

- Understaffing in schools.
- Teacher absenteeism.
- Temporary structures for classrooms and teachers' houses.
- Punishment in school.
- Running errands for teachers.

- Lack of middle and upper basic schools in certain areas for children to progress.

From the district profiles for Kazungula and Kalomo, factors that may contribute to the spread of HIV/AIDS as observed by the communities are as follows:-

- Polygamy.
- Sexual cleansing performed on widows.
- Poverty which leads to women to engage in extra marital affairs to get money from wealthy men.
- Overnight parties.
- Overnight prayer meetings.

Data Collection Instruments

(i)   Enrolment data for SHN schools.
(ii)   School Health Card.
(iii)   Class Recording form for Treatment of Bilharzia and Intestinal Worm and Administration of Vitamin A and Iron tablets.
(iv)   Community Data Sheet
(v)   School Enrolment Form – CSMC.
(vi)   School Performance and Funding Form – CSMC.
(vii)   EBS (IRI): Grade 1 Enrolment.
(viii) DEMIS Monthly Summary Information (To be used by the HIV/AIDS Component)
(ix)   Zambia Community School Secretariat Registration Form

List of Interviewees

1. Dr. George Caldwell   -   Senior EMIS Specialist

2. Dr. Edward Graybill   -   Chief of Party, CHANGES Programme

3. Dr. Anne Sikwibele   -   Coordinator, CHANGES Programme, Southern Province.

4. Dr. L. Musonda   -   Acting Director Planning and Information

Provincial Education Office – Livingstone

5. Mr. Hanguwa   -   CHANGES Focal Point Person

6. Mr. Siamwenya   -   Community Schools Focal Point Person

7. Mr. Shandele   -   IRI Focal Point Person

8. Ms. Joy Kaluwe   -   Programme Officer, Ministry of Community Development and Social Services – Livingstone District.

Ministry of Education – Kalomo

9. Mr. F.C. Muzoka   -

10. Mr. S. Haambokoma   -

Interactive Radio Instruction

11. Dr. S. Kariuki   -   Chief of Party/Technical Advisor for Educational Broadcasting Services.

12. Mrs. S. Simbeye   -   Administrative Assistant – EBS/IRI

HIV/AIDS Component

13. Ms. Ireen Malambo   -   Coordinator

14. Mr. Kanene   -   Provincial Liaison Advisor

Gender and Equity

15. Sr. Audrey Mwansa   -   Planning Officer

Zambia Community Schools Secretariat

16. Mr. Andre` Irabishohoze   -   Education Advisor

17. Mr. Fidelis Haambote   -   Programme Officer

SHN Programme

18. Dr. Paul Frennd   -   CHANGES SHN Coordinator
                                         Eastern Province.

Activity	Time Frame	Responsible Office/Deliverable/Date
1. *Sources of Data*	*April 21 – July 31, 2003*	
• School census data	4/23 – 10:00 hours	Meeting w/EMIS Specialist
• CHANGES Program CSMC-district profiles -SHN	4/23 – 14:00 hours	Meeting w/COP
• EBS/IRI	4/25 (time to be confirmed)	Meeting w/ST Advisor and Controller
Travel to Livingstone	4/28 to 4/30	Meet w/CSMC Coordinator
• HIV/AIDS component	5/02 – 08:30 hours	Meet w/HIV-AIDS Coordinator
• Task completion summary	5/05 to 5/06	Consultant
2. *Assessment of Data Usage*		
• Assess current demand for community level data and where it is	5/07 to 5/08 (time to be confirmed)	Meeting w/ Director of Planning Unit
• Identify would-be recipients of information	5/09 – 10:00 hours	Meeting w/Education Officer at UNICEF
• come up with a list of synthesizers	5/12	Consultant and Prog.Assistant
• Task completion summary	5/13 to 5/14	Consultant

3. *Review of Qualitative and Quantitative data*		
• identification of common indicators	5/15 to 5/16	
• review of reporting structures	5/16	
• distinguish between prototype or formatted data.	5/19 to 5/20	
• Determine qualitative data indicators	5/21 to 5/22	
• Task completion summary	5/23 to 5/27	Consultant
• Final report	6/02 to 6/06	Consultant
• Presentation of findings	6/10	Meeting w/USAID, MOE, and other interested parties
4. *Expected Outcomes*		
• reporting mechanism will be defined		
• create demand for current information from within the Ministry		run a promotion campaign
• establish mechanism of data collection from available community level data		identify list of sources of community level data
• be able to define qualitative community based data		
• define core indicators		justification for our determination
• Task completion summary		

References

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    - (i) Quarterly Report for January – March 2003
    - (ii) Kazungula District Profile
    - (iii) Kalomo District Profile

2. Ministry of Education and UNICEF 2003 – A Glance at Primary Education in Zambia.

3. Central Statistical Office (Zambia) and ORC Macro:
    - (i) 2003 – Zambia DHS Ed Data
    - (ii) 2002 – Education Data for Decision Making.

4. Ministry of Education:
    - (i) 2001 BESSIP Annual Progress Report.

5. October 2000, Evaluation of the Interactive Radio Pilot for Out-of-School Audiences.

6. Interactive Radio Instruction for Out-of-School Children and Youth in Zambia; an Evaluation Report for Grade one Learners' 2001.